

THE CLASSICAL WEEKLY

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No. 20

By unanimous vote of the Executive Committee the Eighth Annual Meeting of The Classical Association of the Atlantic States will be held at Barnard College, on Friday and Saturday, April 17-18. The programme is as follows:

Friday Afternoon, at 2.30

Address of Welcome, by Miss Virginia C. Gildersleeve, Dean of Barnard College.

Response, by Professor W. P. Mustard, President of the Association.

Paper (illustrated): Horace's Sabine Farm, by PROFESSOR ELIZABETH HAZELTON HAIGHT, of Vassar College.

Paper (illustrated): Roman Remains in Spain, by PROFESSOR CHARLES UPSON CLARK, of Yale University, Delegate from the New England Classical Association.

Report of the Executive Committee: Report of the Secretary-Treasurer.

Paper: A Grammatical Excursion, by PROFESSOR FRANK GARDNER MOORE, of Columbia University. The subject is the use of rules in hexameters, or other verse-forms, by the mediaeval and modern Latin grammarians, from Alexander de Villedieu down, with especial attention to Alexander, Lily, Lancelot, and Kennedy.

Paper: The Debt of Chemistry to Greek Atomic Theory, by PROFESSOR C. W. E. MILLER, of The Johns Hopkins University.

The paper will adduce new material to show that John Dalton, the father of modern chemistry, did not rediscover the atomic constitution of matter, and that the atomic theory on which Dalton based his laws was, in its essential features, a direct offspring of Greek atomic theory.

Paper: The Conservation of Natural Resources in Ancient Rome, by DR. EVAN T. SAGE, of the University of Pittsburgh.

Friday at 7.00: Dinner, at Barnard College

Open to Members and Visitors (at \$1.00 per person)

After the dinner there will be a

Paper: The Pastoral, Ancient and Modern, by PROFESSOR W. P. MUSTARD, of The Johns Hopkins University.

Saturday Morning, April 18, at 9.15

Paper (illustrated): Notes on Greece, by PROFESSOR CLARENCE HOFFMAN YOUNG, of Columbia University.

Paper: The Divine Character of the Rex Sacrorum, by DR. BESSIE R. BURCHETT, of The High School for Girls, Philadelphia.

The paper will offer evidence that the Rex Sacrorum was not, as is commonly held, a priest of Janus, but rather a priest of Jupiter, since the Rex Sacrorum represented a primitive Roman king who was viewed as an incarnate weather god. Further, the Agonalia of January was not a sacrifice to Janus.

Election of Officers: General Business.

Paper: The Extant Poetics of Aristotle in its Relation to Comedy, by PROFESSOR LANE COOPER, of Cornell University.

The scientific method employed by Aristotle in studying tragedy remains the same in his examination of epic poetry, and would not be greatly modified in its relation to any other type. How much, then, of the Poetics in its present form is applicable to comedy?

Paper: Ways in which the Latin Reading of the High School may be brought into Vital Relation with the Life of To-day, by MR. FRANKLIN A. DAKIN, of The Haverford School.

Saturday Afternoon, at 2.00

Paper (illustrated): Roman Coins of Interest to Secondary Teachers, by PROFESSOR ELIZABETH H. PALMER, of Vassar College.

Paper: Miss Sabin's Exhibit, as Developed and Used in Philadelphia, by MISS JESSIE E. ALLEN, of The High School for Girls, Philadelphia.

General Discussion: The Proper Contents of Editions of Latin Authors, for School Work and Freshman College Work (Caesar, Cicero, Vergil, Livy):

- (1) To what extent should words be translated?
- (2) Should references to Greek literature appear?
- (3) What references to Latin authors should appear?
- (4) How much attention should be paid to etymologies?
- (5) How much attention should be paid to literary criticism and modern parallels?
- (6) What illustrative material (maps, pictures, etc.) should be employed?

Miss Sabin's exhibit illustrating the Relation of Latin to Practical Life, as developed and used in Philadelphia, will be set up in a room adjoining the theater, in Barnard College.

The members and their friends are cordially invited to visit the Metropolitan Museum of Art after the close of the Saturday afternoon session. Competent guides to the Classical Collections will be supplied, among them, it is hoped, members of the Association.

Programmes, giving information of various sorts, relating to hotel accommodations, the arrangements for the dinner on Friday evening, and for luncheon on Saturday, will be issued to all members about April 1. Copies will also be sent to a large list of other persons who are not yet members of the Association, but ought to be. The Secretary will be glad to receive names of persons to whom copies of the programme should be sent.

There ought to be a record breaking attendance at this meeting. There are enough members of the Association living within easy reach of Barnard College to fill the largest room in the College; most of these members should find it easy to be present throughout the meeting. New York is within easy reach of a large array of members in other states.

It is hoped that there will be free discussion. Special time has been allowed for discussion both on Saturday morning and on Saturday afternoon. The programme is published thus early, that all members may have a fair opportunity to look up, if they will, the subjects to be presented. Mr. Dakin's paper, when read at a Conference at Albany last November, proved so concrete and so truly helpful that the Association is to be congratulated that Mr. Dakin allowed himself to be prevailed upon to present it at our meeting. Miss Sabin's exhibit has attracted much attention wherever shown. Some, if not all, of the models mentioned in the editorial in 7.81-82 may be seen now at Teachers College; it is hoped that a complete set of the Charts will also be on exhibition at Barnard College, during the meeting.

The officers and the Executive Committee of the Association have done what in them lay to present an attractive and helpful programme. It rests now with the members to do their share. That involves presence at the meeting (in all cases at least where geographical considerations cannot fairly play a hindering part) and, so far as time allows, participation in discussion.

C. K.

LATIN IN THE SEVENTH AND THE EIGHTH GRADES IN CALIFORNIA

The traditional practice of beginning the study of Latin in the ninth grade was adhered to in the public schools of California until three or four years ago, when the beginnings of a reorganization of the whole school system opened the way for a new order of things. The feature of reorganization which concerns the present discussion is a new grouping of

classes whereby the seventh and the eighth grades are cut off from the Grammar School and are united with the ninth grade to form what are variously known as Intermediate Schools, Introductory High Schools, or Lower High Schools. The curriculum of schools of the Intermediate type is nearly always so arranged that the student may begin a foreign language in the seventh grade. In most cases Latin is offered, along with one or more modern languages (German, French, Spanish).

The establishment of these Intermediate Schools is a matter not of compulsion, but of local option. Berkeley (the seat of the State University) took the initiative by opening three such schools in January, 1910. In the following year Los Angeles (the second city of the State) adopted the same plan, and has now eight Intermediate Schools in operation. In 1912, Oakland (the third city of the State) began a reorganization along similar lines; in the fall of 1913 Palo Alto (the seat of Stanford University) opened one Intermediate School. It is reported, too, that similar action is soon to be taken in Fresno, Pasadena, and other important centers. And now that the ice has been broken, the study of foreign languages is being introduced into the grades even in schools where conditions are such that full Intermediate organization is not feasible.

The State of California, therefore, is undertaking, on a large scale, the experiment of introducing to the study of Latin children two years below the conventional High School age. As the plan has now been in operation in some schools for two or three years, or more, it has seemed worth while even thus early to attempt to form some estimate of the measure of success attending the new departure. Not to depend upon personal impressions or general report in this matter, the writer has taken pains to communicate individually with a large number of teachers who have been in close touch with the Intermediate Latin work; the report which follows is based largely upon their testimony, often quoted verbatim.

At the outset, there were considerable difficulties to be faced; the teachers had to adapt their methods to meet new conditions, and the manuals used by most of them were either incomplete or merely in preparation. But notwithstanding these drawbacks, the verdict at the present time is overwhelmingly in favor of the policy of beginning the study of Latin in the seventh grade.

The conditions of beginning Latin thus early are, naturally, very different from those which prevail in the ninth grade. The younger pupil must do all or nearly all of his work in the classroom under the teacher's supervision; he cannot bear, as well as his older brother or sister, the strain of concentrating his mind for any considerable length of time upon a single topic or operation. Under these conditions,

pressure and haste are, of course, fatal. Consequently, a seventh grade student is allowed two full years in which to cover the field conventionally designated as First Year Latin, i. e. he is not expected to take up any sustained study of Caesar or Nepos until he reaches the ninth grade.

How well the seventh grade beginner prospers under this régime can be tested most concretely by bringing him into direct competition with maturer students who undertake the study of Latin in the ninth grade and are railroaded to Caesar in a year. A very interesting test of this sort is recorded by Mr. Albert Cobert of the McKinley Lower High School, Berkeley. He says:

During the past year I have carefully compared the work done by several classes, and have found a really astonishing condition. At the close of the year I gave an examination to the high eighth grade and to the high ninth grade. The eighth grade began Latin in the seventh grade, and had given twenty months to Latin study; the ninth grade had given ten months to the same work.

The examination given consisted of two papers, one in translation from Latin into English, and one from English into Latin, with miscellaneous questions on forms, principal parts, constructions, rules, etc. Three classes took the same test, one eighth grade class, and two ninth grade classes. On comparing the papers, I found that all the eighth graders had passed in the Latin into English test, and all but one in the composition. But in the ninth grade about six failed in translation, and almost one half of the class in composition. In comparing the papers I find that from all points of view (accuracy of forms, word order, sentence order, accurate translation) the work of those who began in the seventh grade is far superior.

This judgment is confirmed by Miss Mary M. Wentworth and Miss Anne E. Edwards of the Berendo Street Intermediate School, Los Angeles, who state that they find that, even at the end of a year and a half of study, a seventh grade beginner's attainment equals or surpasses that of the ninth grade beginner who has given a year to the subject. To quote their own words:

B7 A7 B8 (one and one-half years) equals or more than equals B9 A9 (one year).

Very similar is the verdict of Miss Margaret Webb of the Berkeley School department. Speaking of the seventh grade beginner who has completed a single year of work, she says:

The question may arise—"What has a child learned who began Latin a year ago?" An eighth grade pupil who has studied Latin a year, four recitations a week, very little work outside of class, no 'prepared translations', has learned nouns of the first, second, and third declensions, adjectives of the first and second, the personal pronouns, the relative pronoun, the active voice of all conjugations, indicative and subjunctive moods, the irregular verbs *sum, fero, eo, volo*, etc., the use of the subjunctive in purpose clauses, with 'cum temporal', the hortatory subjunctive, and has acquired a vocabulary of about two hundred and fifty words. This work is supposed to be equivalent to that of one half of a

year of High School Latin, but I know of no ninth grade pupil who, after six months of recitation and study, has power equal to this. The eighth grade pupil shows greater ease in translating at sight *Cumque iam novem milia passuum iter fecissent, subito e spelunca erupit simia perterrita, quae celeriter in arborem magnam ad ramum altum escendit* than the ninth grade pupil shows in his prepared translation of *Caesar uno die fecit idem iter quod Helvetii diebus viginti aegerrime confecerant*.

In Berkeley, this matter of relative attainment can be tested in still another way. For here the Lower High Schools have been in operation three years and a half, and the children who began Latin earlier than the ninth grade are now beginning to appear in the Upper High School, where, in the more advanced Latin classes, they come into direct competition with other students who began Latin later in their course. Viewing the situation from this point of vantage, Miss Mary B. Clayes of the Upper High School writes:

Since the Latin has been introduced into the Lower High Schools, I have had two classes (Low Caesar and High Caesar, respectively) made up for the most part of students who had the longer preparation. In every case the student who had the longer preparation was able to do work of a higher grade, and to accomplish the task more easily than the others in the same class without similar preparation.

Such statements as these from teachers in actual touch with the work demonstrate beyond the shadow of a doubt that the seventh grade beginner has nothing to fear from comparison with the maturer students who attempt to do the work in half the time. But before passing on to other considerations, I should like to add a statement contributed by Mr. C. L. Biedenbach, Principal of the Berkeley Upper High School, formerly Principal of the McKinley Lower High School. This statement is written from the principal's wider point of view, and has to do, not with Latin merely, but with all the foreign language work undertaken in the seventh and the eighth grades. He says:

For many years, while discussing a reorganization of the work of the seventh and eighth grades, I advocated the introduction of foreign languages in place of other work repeated from the lower grades. Naturally I was very much pleased when the opportunity of trying out this plan was offered with the introduction of the Intermediate Schools in Berkeley. I watched the work carefully from its beginning in January, 1910, and have been well satisfied with the result. Of course, I do not advocate the requirement of foreign language work for all pupils. But certainly those who need and wish work of this kind, whether ancient or modern, profit immensely by beginning early in their school course. The seventh grade seems an ideal place because the general elementary work has been finished, and, with the beginning of the adolescent period, the pupils are ready to try new things. They are not yet self-conscious and are willing to make the peculiar effort necessary in 'twisting the tongue around' a new set of sounds. Our pupils did remarkable work in acquiring a perfect pronunciation and in making as

rapid progress in actual amount of work covered as ordinary High School students. Besides, they did not lose anything in their other subjects, but seemed rather to acquire renewed interest.

Leaving now the general question of relative attainment, several specific advantages which accrue from beginning Latin as early as the seventh grade may be briefly considered. In formulating answers under this head, the teachers have framed statements that are very interesting, partly because of the light they shed upon the nature of the methods of instruction followed. For though practically all the schools are using a fixed outline (thus assuring arrival at a definite goal), the details of class procedure are not in any way prescribed. Each teacher works out his own plan, incorporating little or much that goes with the Direct Method, according to his own adaptability and the situation in which he finds himself. The emphasis in the replies, therefore, is somewhat diverse; but, on collating the material, it was easily evident that there are four principal reasons for regarding the seventh grade as the most logical point for beginning the study of Latin, namely:

- (1) The attitude of the younger pupil toward the work.

The child in the seventh grade is proud of the privilege of taking Latin, and he enters upon the task with his whole heart. Most teachers of ninth grade beginners are, unfortunately, all too familiar with the type of student who complains woefully of the length of the lesson, and is an adept in so shaping events that he will escape being called on to recite. This is not the attitude of the seventh grader—he wants work, and more work, and he is waiting, tense with interest, and with eager hand aloft, coveting a chance to get into the game. Without stopping to mention names, I cull from my correspondence a paragraph or two bearing on this point:

Another important fact is the desire and eagerness of the seventh graders to learn a new language. They fairly revel in it. Their minds and memories are flexible, and can and do absorb memory work without any apparent effort. Any visitor who has watched the work of the seventh graders will be convinced of the eagerness and joy of the pupils in their work.

The seventh year people use their Latin. The ninth year pupil hesitates for fear that he will make a mistake. The seventh year pupil longs to express himself. I tried a few Latin plays with my little people, and was surprised to find how anxious they were to come early in the morning and to stay after school. In fact I had to remain when I did not wish to for fear of disappointing the boys.

My seventh grade classes in Latin have taken up the study with a zest and eagerness and real enjoyment that I have never found in a first year high school class.

- (2) The longer time which may be allowed for mastering the elements of the language.

With an allowance of two years in which to cover the field conventionally known as First Year Latin, teacher and class are relieved of the pressure and the stress which, in the past, have been the subject of so much complaint. The teacher can supervise in class the preparation of the advance lesson, there is abundant room for drill, and 'work' can be alternated with 'play'.

- (3) The receptivity of mind of the seventh grade pupil.

That seventh grade students memorize more easily than older pupils is a thesis that needs no demonstration. That facts memorized at an earlier age become much more permanently a part of the mental furnishing of the child is a truth equally obvious. Speaking from this point of view, one of the teachers says of the seventh grader and his Latin: "He doesn't merely study *about* it, he *feels* it and *lives* it". Another, contrasting the attainment of younger students with that of ninth grade beginners, says of the younger student's Latin: "He has made it much more a part of himself". Given this receptivity of mind, it only remains to employ a system of instruction that introduces material (forms, vocabulary, etc.) on a careful *gradatim* basis. Working under such a system, the seventh grade classes develop, both in translation at sight and in rendering English into Latin, a power of expression fairly startling to teachers who have previously dealt only with ninth grade beginners.

- (4) The English situation in the seventh grade.

With this matter the writer is not himself conversant. But the replies of the teachers show very clearly that many of them find that seventh grade Latin counts more toward the student's mastery of English than does ninth grade Latin. Touching the advantages of seventh grade Latin viewed from this angle, the following concise statements may be quoted:

It is the simplest and best way in which to teach English grammar.

Time necessary for English grammar reduced to a minimum. Aid in spelling.

A more thorough understanding of English grammar, which has been ignored of late years in the English work.

Under this head, Miss Esther J. Spencer, of the Twenty-First Avenue Intermediate School, Los Angeles, has written a very careful statement, a part of which I append:

One advantage of the study of Latin by the seventh or eighth grade pupil, especially to the former, is his earlier and clearer understanding of the English sentence, or, more definitely, of formal English grammar. At the beginning of his seventh grade work, the average pupil has a more or less definite understanding of the distinctions embraced

by the terms subject and predicate, noun and verb, which the remaining parts of speech understood to a greater or less degree, varying according to the individual. Now, side by side with his introduction in the English class to the object complement, the attribute complement, and the prepositional phrase, he meets in Latin the direct object, the predicate noun and adjective, and the use of prepositions, all emphasized in Latin by the importance of the cases. Later, the advance in knowledge of grammatical relations is made much more rapidly in the Latin class than in the English. At the very beginning, the pupil is met by the distinctions of person and number, which are so little to be seen in English. In short, the two classes reinforce each other; but, since the new principles are so much more frequent and so much more noticeable in Latin, the knowledge gained tends to be applied in the English class. Pupils tell me, in speaking of some new subject taken up in English grammar, 'O yes, we understood it. We had had it already in Latin'.

Besides the phase of English grammar, there is that of English spelling. Of late, I have been in the habit of running over the list of spelling words with my A8 Latin class, giving them the Latin from which the English is derived. They are much surprised to notice how large a proportion of these words is from Latin which they themselves know; also, how one can often guess at the meaning of an English word from the meaning of the original. They are interested in peculiar developments, a case in point being Latin *villa* and English *villain*. Another instance is seen in a remark made by one of this class after the spelling test was over, 'I knew how to spell *nautical* because I knew *nauta*'. They make derivations of their own as well, e.g. 'If *bos* is Latin for 'cow', is English *bossy* from it?'

Viewing in the large the California experiment of introducing the study of Latin into the seventh and the eighth grades, there is little room for doubt that the new departure is proving a conspicuous success. At any rate there is now coming up in the public schools a generation of Latin students who love their work, to whom translation at sight is a satisfaction and a joy, and for whom the rendering of English into Latin is a simple, easy, everyday matter. Surely such results are significant.

Very interesting, too, is the reflex influence which this new work is exerting upon the methods pursued with the regular ninth grade beginners. In Berkeley, the teachers in the Lower High Schools, after experimenting in the seventh and the eighth grades, decided some time ago to abandon traditional methods with their ninth grade classes also, and have since used the same general outline of work for all grades. In other towns, too, which have only the four-year Latin course, teachers here and there are availing themselves of this new method of infusing life and human interest into the work of their ninth grade classes. So far as known, the success attending this innovation has been very gratifying.

In concluding, the writer desires to express his hearty thanks to the numerous teachers who have contributed so generously of their time, thus making it possible to construct an article which rests, not

on general impressions merely, but rather upon the direct testimony of those most intimately concerned with the work described.

UNIVERSITY OF CALIFORNIA.

H. C. NUTTING.

REVIEWS

Stoic and Epicurean. By R. D. Hicks. New York: Charles Scribner's Sons (1910). Pp. xix + 412. \$1.50.

This volume appears in a series entitled *Epochs of Philosophy*, and most admirably accomplishes the purpose of a contribution to such a series. The aim of the series is "to present the significant features of philosophical thought in the chief periods of its development", and "to emphasize especially those doctrines which have appeared as effective factors in the evolution of philosophical thought as a whole". To have set forth each system in its historical evolution, following the successive periods within the Stoic and the Epicurean schools, would have been an easier work of exposition and analysis. But the writer of this volume was committed to a different mode of exposition; not that any active process of exclusion was so much involved, but, rather, an all-embracing knowledge of the details of the two systems had to undertake the far more difficult task of exploitation whereby the two systems would be set forth in just such a way as to elicit their significant and permanent features. Therefore we find the four initial chapters, which are devoted to Stoicism, concerned with such problems as I Pantheism, II Psychology and Epistemology, III Moral Idealism, IV The Teaching of the Later Stoics. Similarly, the three following chapters on Epicureanism discuss the subject by means of such problems of the school as V Hedonism, VI The Atomic Theory, VII Epicurean Theology. While the account of the agnostic arguments which Carneades used against Stoicism is especially good, yet the three remaining chapters of the book, VIII Scepticism in the Academy: Carneades, IX Eclecticism, X Aenesidemus and the Revival of Pyrrhonism, seem detached and do not constitute as integral a portion of the body of the work as might have been the case if the views of the adversaries and critics of the Stoics had been incorporated in the previous chapters and merged into earlier discussions; Posidonius, the real maker of later Stoicism, instead of appearing in chapter four, as might have been expected, is relegated to these later chapters and loses in importance by such an arrangement.

A useful chronological table of names and dates from the time of Epicurus's birth to the days of Diogenes Laërtius precedes the first chapter, while the last is followed by a select bibliography; a full index brings the volume to a close. There are some curious omissions from the bibliography, such as the later reprint of Usener's *Epicurea*, the more recent,

augmented edition of Guyau, *La Morale d'Epicure*, Reichel's translation of Zeller's *Stoics, Epicureans and Sceptics*, and Windelband's *Geschichte der Antiken Philosophie*. One misses also the names of Boissier, Benn, Capes, Davidson, Décharme, Gomperz, Pascal, Picavet, and Wallace; though some of these works are cited in the body of the book, e.g. in foot-notes, yet even a select bibliography should have included them, without growing to the undue proportions of the bibliography in E. Vernon Arnold's book, *Roman Stoicism* (see *THE CLASSICAL WEEKLY* 5.213-214). The bibliography should certainly also have made mention of the work of Unger and of Brinker; their names appear without further explanation in the chronological table. In the list of editions that brings the bibliography to a close no edition is mentioned of either Diogenes Laërtius or of Philodemus. Typographical errors are very rare.

As Professor Hicks says in his Preface, "the philosophical systems of Zeno and Epicurus may profitably be studied together", as possessing a fundamental similarity and exalting practice above theory; by conceding to sense and experience their full right, these two schools were differentiated from the extreme intellectualism of an earlier age. Professor Hicks's method of freely citing sources in translation is to be commended; the reader is thus vividly reminded of the grounds upon which the author's interpretations rest. Such translations include large quotations from both Greek and Roman sources from early to late periods of the two schools.

In the skillful discussion of the origin and nature of Stoic Pantheism, there is perhaps little that is quite new but the whole treatment is illuminating and of special value in bringing out clearly the eternal nature of Stoic problems. The points of contrast between Stoic religious aspiration and Christianity are numerous, and it is a recognition of these affinities that also in large part contributes to the inspiring character of James Adam's essay on *The Hymn of Cleanthes in his Vitality of Platonism*. Professor Hicks's exposition has also a value of another sort; his insistence upon explaining Stoic Pantheism through Greek experience and earlier Greek philosophy may serve as a check upon that fascinating but false speculation that admits Persian influence and remote currents of thought and feeling before establishing all the facts of native intellectual development. It is a real pleasure to follow the logic of the third chapter, which is devoted to an investigation of Moral Idealism, especially because of the author's independent reasoning which leads to somewhat new conclusions. These touch, especially, upon definitions of Stoic classifications of objects and of actions, and the validity of Zeller's time-honored formulae is challenged. Though the

end of all action may be resignation to the Universe or to the inner law of causality, yet Stoic virtue does not thereby result in passive submission, because of the constant growth of the virtuous man and his progress toward Wisdom, Reason, and Harmony with the Law of Nature to which he will and can, only ultimately, consciously surrender. But that ultimate never arrives, in fact. Therefore we are not to attach to the early Stoics the rigid formula that regards all externals as 'indifferents', placed between virtue and vice. Genius, health, wealth, beauty, life are, to be sure, neither morally good nor evil *per se*, but gain their true value through judgment, which may convert them into material for the exercise of virtue. Consequently a new classification of goods, as well as of actions and of emotions, must be predicated of the early Stoics, if this refined treatment be correct. A priori it seems reasonable enough because of the early opposition of Stoics to Cynics and we may thus be deprived of our former conception of the Stoic Wise man as a passionless sage or a block of marble. Chapter six gives us one of the best statements in English of the Epicurean Atomic Theory. In dealing with Epicurean theology in the seventh chapter Professor Hicks feels himself upon less certain ground and awaits the exploration of *Herculeum* for further light upon this "puzzling riddle". I find this the least satisfactory chapter in the book, not altogether abreast of the latest criticism, which would hardly admit the truth of "clearly, then, no prayers, no vows, no presage of the future ought to find a place in religion as conceived by Epicurus". The personality of the gods, also, was more clearly conceived than this chapter allows; but the establishment of such an hypothesis was outside the domain of this chapter, which carefully reviews the conjectures of Lachelier, Scott and Giussani; the chapter rests upon a conservative study of the sources, presents no heresies and is excellent reading all the way.

In fact, this is true of the entire work, which ought to carry inspiration to many. The lucidity, the sanity and the eloquence of the writer should appeal to others beside professional scholars. Students of ancient philosophy may well be pleased with a work that emphasizes over and over again the modernity of these ancient modes of thought. This manner of treatment is especially desirable at a time that needs to have the impression deepened of the fundamental unity of world thought, ancient and present. Professor Hicks's sympathetic treatment of Stoicism leads him into genuine enthusiasm for the teaching of Epictetus, Musonius and Marcus Aurelius. The elaborate exegesis on duties escapes monotony; on the contrary, it is filled with timely admiration for later Stoic ideals regarding womanhood, humanity and justice, and for the exalted

nature of Stoic virtues of purity, chastity and philanthropy. Earlier abstract theories had, as is well-known, been modified by the exigencies of life. While we may not follow Professor Hicks in predicating "cheery optimism" of the earlier Stoics, yet the ethics of the later school were of a sort that have immortal value. In conclusion, the synthetic nature of this work and the constant endeavor to estimate, and to interpret will secure for it an honored place in the literature of the subject.

GEORGE DEPUE HADZSITS.

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Thucydides, Book VI. Edited, on the basis of the Classen-Steup edition, by Charles Forster Smith. Boston: Ginn and Company (1913). Pp. xiii + 250. \$1.50.

The book comprises an Introduction, pages V-XIII; text and exegetical commentary, 1-205; a critical appendix, 206-243; indices, 245-250; and reproductions of Kiepert's maps, of Sicily (colored), of the Siege of Syracuse, and of the Retreat of the Athenians.

The Classen-Steup edition of the sixth book of Thucydides appeared so long ago (1905) that any review of its merits or defects at the present time would be futile. An acquaintance with this edition on the part of all interested in Thucydides is to be assumed, and the reviewer of this volume of the College Series of Greek Authors must confine himself to two practical questions: (1) how does the adaptation compare with the original; (2) how does it compare with its possible competitors for use as a class text-book.

My answer to the first of these questions is based upon a collation of Smith with Classen-Steup for twelve chapters chosen at random from the commentary and for the whole of the Appendix. In view of the lapse of eight years and Professor Smith's standing and reputation we might fairly have expected that his book would constitute a noticeable advance beyond its German basis in the exegesis of Thucydides. Expectation of this sort, however, is not fulfilled. There is very little material in the adaptation which is not already contained in the original edition. Of the new matter the smallest part is Professor Smith's own contribution—consisting chiefly of occasional references to Krüger, Kühner-Gerth, Hadley-Allen, Goodwin's Moods and Tenses, Gildersleeve's Syntax of Classical Greek, Smyth's Melic Poets, and Professor Smith's articles in volumes 25 and 31 of the Transactions of the American Philological Association (Some Poetical Constructions in Thucydides, and Traces of Epic Usage in Thucydides); the bulk is composed of notes that recall the Notae Variorum editions. As an example of these I choose the note on 41.11: 'ἔς τε κατασκοπὴν: with a view to finding out, i.e. 'their readiness for war' (Cl.), or 'their state of mind in

the present condition of things' (St.), or 'about the coming and the designs of the enemy' (Valla, etc.)." Another example is afforded by App. 62.20: 'περίπλευσαν: Cl. wrote περίπλεπον . . . on the ground that . . . On the same ground St. changes to περίπλεψαν . . . and this also Steup¹, Mueller and Hude adopt.

Bm. Kr. Bl. Marchant, Spratt, and the Oxford text keep περίπλευσαν.—Cl. calls attention. . . . Thirlwall seems to understand. . . . Grote says . . . Holme lets Nicias go. . . . Cl. thought. . . . The sources of such notes are the editions named in the Preface; where, by the way, occurs a sentence that deserves attention: "Marchant's and Spratt's commentaries, which have been at hand in the last stages of the work, would have proved more helpful had they been always consulted from the outset". How is this sentence to be understood? Marchant's edition appeared in 1897, Spratt's in 1905, and Professor Smith could not have begun his work before the latter date.

The student of Thucydides who has access to the Classen-Steup edition can gain from the consultation of this adaptation only in one way. In a number of passages Professor Smith adopts a reading different from the text of the German edition. In these the student may learn that Steup's argument did not convince Professor Smith. Compare, for instance, App. 17.1: "Steup substitutes ἀδραϊσθα for καὶ ταῦτα and in a critical note expresses himself substantially as follows . . .". Or, again, he may learn whose explanation has commended itself to Professor Smith. Compare App. 23.2: "Jowett's explanation is satisfactory". Then comes a quotation of eleven lines, followed by a condensation of Classen-Steup's note. In neither case is there an exposition of the merits or defects of the arguments.

Besides the additions such as indicated, the adaptation consists in a rejection of part of the material, in condensing some of the rest, in transposing more—especially from commentary to Appendix—and to some extent of filling in notes for which Classen-Steup offered only a cross-reference to another book of Thucydides. Various misprints and false references have been corrected; and references to Thucydides have been changed systematically from book, chapter, section, to book, chapter and line.

That these changes serve, on the whole, to facilitate the use of the book by college students may be freely recognized. At the same time, however, it must be pointed out that the condensation is secured in some cases only at the cost of clearness, while in other passages the meaning of the German has been missed in a way which was not to be expected. Thus 'begin to lust after' (p. 209) is not a proper rendering of "Lust bekommen"; "matter of his action" (p. 215) instead of "manner of his action" may be merely a misprint, but it is the point on which the

¹ One of Steup's reasons is thus ignored.

argument turns. Sometimes the logic of the English is so obviously wrong that it should of itself have shown the necessity of correcting the translation. Thus there stands on p. 216 this: "Even if Thuc. from a certain period on regarded the ten years' war, the succeeding interval, the Sicilian expedition, and the Decelean war as a single great war, it was impossible, though elsewhere he might let a speaker say *τὰ δέοντα* (1.22.6), here to put into Alcib.'s mouth *ἐν τῷδε τῷ πολέμῳ*". Clearly the meaning must be "it was impossible, that is if he wanted his speaker to say *τὰ δέοντα*, to put these words into Alcibiades's mouth"; the German is "*wenn anders er seinen Redner τὰ δέοντα sagen lassen wollte*". Again, as Thucydides mentions by name Thessalos, Hipparchos and Hippias, it is futile to infer from his words *μόνῳ τῶν γνησίων ἀδελφῶν* that (p. 227) "he knew also of at least one full brother". The German text reads: "Mindestens auch einen nicht vollbürtigen Bruder", which is quite different and much to the point. Finally, one who reads (p. 239) "For it was by no means a matter of course that the Athenians, in case their own wall was completed, would have shut in the Syracusans", must be puzzled until he notices that "by no means" has nothing corresponding to it in the German.

Regrettable as it is, from the point of view of scholarly exactness, that any such blunders should occur, it does not follow that they are sufficient to impair seriously the value of the book as an instrument of collegiate instruction in the hands of a vigilant teacher. The sixth book is an excellent one for college reading. The Classen-Steup edition is by all odds the best exegetical commentary on Thucydides. The formal excellences of the College Series are too well known to require mention, and are fully shared by the present volume. I should unhesitatingly select it as a text-book in preference to either Marchant or Spratt, were I going to conduct a course in Thucydides.

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THE NEW YORK LATIN CLUB

The second luncheon of The New York Latin Club for the year 1913-1914 was held at Columbia University, on Saturday, February 7. Seventy-seven members and friends gathered to welcome the guest of the day, Professor Walton Brooks McDaniel, of the University of Pennsylvania, who read a paper on Pliny and Lake Como. As was expected, the paper proved to be of exceptional interest, due especially to the lecturer's fine sense of humor and attractive style. Over eighty beautiful slides were shown.

Miss MacVay, Chairman of the Committee on the Greek Scholarship Fund, read the letter of appeal which was to be sent to certain persons who seemed likely to aid the fund, and asked for additional names.

Readers of THE CLASSICAL WEEKLY are earnestly requested to send to Miss MacVay, at the Wadleigh High School, New York City, the names and addresses of suitable persons. As the fund now amounts to approximately \$1000, the Club needs \$4000 more.

THE CLASSICAL CLUB OF PHILADELPHIA

The 112th regular meeting of The Classical Club of Philadelphia was held on Friday, Feb. 6, with thirty members present in spite of the inclement night. The paper of the evening was read by Professor W. P. Mustard, of Johns Hopkins University, and treated the origin and the development of the piscatory eclogue as a form of literature. Professor Mustard began with a sketch of the first specimens of the piscatory eclogue by Jacopo Sannazzaro, a Neapolitan poet of the late fifteenth and early sixteenth centuries. Taking Vergil as a model, Sannazzaro changed the scene of his eclogues from the woods and the fields to the Bay of Naples and its shores. His supernatural beings were sea nymphs and sea gods; his human characters were fishermen, who sing of boats, nets and products of the sea. These eclogues were quickly imitated in Italy, France, Spain, Portugal and England, and the development of this poetic form in the literatures of these countries was outlined. Especially did the paper treat of the English development of the piscatory eclogue, until the fate of this form of literature was definitely settled by the bitter attack of Dr. Johnson upon it.

B. W. MITCHELL, Secretary.

In THE CLASSICAL WEEKLY 6.159 were quoted some remarks on methods in elementary instruction in Modern Languages, by Mr. William R. Price, State Inspector of Modern Languages, New York State Education Department. In the School Review for February last (22.98-102), Mr. Price writes on One Cause of Poor Results in Modern-Language Teaching. He invited 100 teachers of Modern Languages who wished credit for oral work done in their class-rooms and who regarded themselves as "qualified to teach a modified form of the 'direct method'" to write to him in the foreign language they were teaching, "giving at some length an account of their preparation and of their work in the class-room". About 50 replied. "There is hardly a sentence in any of these letters that is free from error. Many of them are wholly un-German or un-French". Mr. Price gives specimens. His conclusion is: "All my experience with teachers of modern languages in the state of New York (not considering the teachers who are native Germans or Frenchmen, nor those American-born teachers who have studied abroad) convince me that the chief cause of poor results in modern-language teaching in our secondary schools is due to the fact that the teachers do not know the language they attempt to teach".

Is such a state of things true at all of the teachers of Latin and Greek in our Schools and Colleges? If it is, of what avail are discussions of method, at least to those who do not know the language they attempt to teach?

C. K.